

APPENDIX A
TEACHER SURVEY

TEACHER SURVEY (2006-07)
NATIONAL EVALUATION OF READING COMPREHENSION PROGRAMS
U.S. DEPARTMENT OF EDUCATION

ATTACH LABEL HERE

Teacher ID Teacher Name

School ID School Name

IF ABOVE INFORMATION IS INCORRECT,
PLEASE MAKE CORRECTIONS DIRECTLY ON LABEL.

This survey is part of the Evaluation of Reading Comprehension Programs, a national evaluation being conducted for the U.S. Department of Education. The questions ask about the training you received on the reading comprehension program, professional culture at your school, your reflections, and your background. All information you provide will be kept confidential. While you are not required to respond, your cooperation is needed to make the results of this survey comprehensive, accurate, and timely. Thank you.

Please return the completed form to:

Mathematica Policy Research, Inc.
600 Maryland Ave., SW, Suite 550
Washington, DC 20024-2512
ATTN: Valerie Williams

If you have questions, please contact:

Valerie Williams
Phone: 888.535.0283
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According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is #####-####. The time required to complete this information collection is estimated to average 20 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collected. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: U.S. Department of Education, Institute for Education Sciences, Washington, D.C. 20208-5651.

OMB NO.: #####-####
EXPIRATION DATE: ###/##/200#

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SECTION I. READING COMPREHENSION PROGRAM TRAINING

This section asks about the training you recently received on the reading comprehension program you are using in your classroom as part of the Evaluation of Reading Comprehension Programs.

A treatment version of the survey will include Section I; a control version will not.

1. Thinking about the initial training you received on the reading comprehension program you are using with your class, how would you rate the following?

IN EACH ROW, CHECK <u>ONE</u> BOX ONLY	POOR	FAIR	GOOD	EXCELLENT
a. Trainer's (or trainers') knowledge of reading comprehension instruction for fifth graders	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
b. Trainer's (or trainers') preparedness	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
c. Trainer's (or trainers') presentation style	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
d. Quality of content covered in training	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
e. Amount of content covered in training	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
f. Training schedule (i.e., amount of time spent on the various sessions)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
g. Materials provided in training	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

- | | | | |
|---|----------------------------|----------------------------|----------------------------|
| 2. Overall, how well did the initial training you received prepare you to use the reading comprehension program with your students? | NOT AT ALL | SOMEWHAT | VERY WELL |
| | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> |

3. If you have any other comments about the training, please note them below.

SECTION II. PROFESSIONAL CULTURE

This section asks about the professional culture within your school.¹

4. CONVERSATIONS ABOUT TEACHING

During the past school year, how often have you had conversations with colleagues about...

<i>IN EACH ROW, CHECK <u>ONE</u> BOX ONLY</i>	LESS THAN ONCE A MONTH	2 OR 3 TIMES A MONTH	ONCE OR TWICE A WEEK	DAILY
a. The goals of this school?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
b. Development of new curriculum?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
c. Managing classroom behavior?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
d. What helps students learn best?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

5. MY GRADE LEVEL

How much do you disagree or agree with each of the following?

<i>IN EACH ROW, CHECK <u>ONE</u> BOX ONLY</i>	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
a. Teachers in this grade level trust each other	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
b. It's OK in this grade level to discuss feelings, worries, and frustrations with other teachers	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
c. Teachers respect other teachers who take the lead in grade level improvement efforts	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
d. Teachers in this grade level respect those colleagues who are expert at their craft	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

<i>PLEASE NOTICE DIFFERENT RESPONSE CHOICES FOR THE ITEM BELOW.</i>	NOT AT ALL	A LITTLE	SOME	A GREAT EXTENT
e. To what extent do you feel respected by other teachers in this grade level?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

<i>PLEASE NOTICE DIFFERENT RESPONSE CHOICES FOR THE ITEM BELOW.</i>	NONE	SOME	ABOUT HALF	MOST	NEARLY ALL
f. How many teachers in this grade level really care about each other?	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

¹ Items in this section are from The Consortium on Chicago School Research. (1999). "Improving Chicago's Schools: The Teachers' Turn, 1999; Elementary School Teacher Survey, 1999." Chicago, IL. Available at www.consortium-chicago.org.

6. ACCESS TO NEW IDEAS

How often have you...

IN EACH ROW, CHECK <u>ONE</u> BOX ONLY						
	NEVER	ONCE	TWICE	3 TO 4 TIMES	5 TO 9 TIMES	10 OR MORE TIMES
a. Taken courses at a college or university relative to improving your school?.....	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
b. Participated in a network with other teachers outside your school?.....	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
c. Discussed curriculum and instruction matters with an outside professional group or organization?	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
d. Attended professional development activities organized by your school (include meetings that focus on improving your teaching)?	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
e. Attended workshops or courses sponsored by your school district (exclude required in-services)?	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
f. Attended professional development activities sponsored by the teachers' union?	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

7. MY EXPERIENCE OF CHANGE

How much do you disagree or agree with the following?

IN EACH ROW, CHECK <u>ONE</u> BOX ONLY				
	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
a. Most changes introduced at this school involve only a few teachers; rarely does the whole faculty become involved	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
b. We receive adequate professional development support for the changes we introduce at our school	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
c. Most changes introduced at this school gain little support among teachers.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

8. PROFESSIONAL DEVELOPMENT

How much do you disagree or agree with the following?

Overall, my professional development experiences over the past school year...

IN EACH ROW, CHECK ONE BOX ONLY

	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
a. ...have included opportunities to work productively with teachers from other schools.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
b. ...have included enough time to think carefully about, to try, and to evaluate new ideas.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
c. ...have deepened my understanding of subject matter.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
d. ...have helped me understand my students better	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
e. ...have been sustained and coherently focused, rather than being short term and unrelated	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
f. ...have included opportunities to work productively with colleagues in my school	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
g. ...have led me to make changes in my teaching ..	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
h. ...have been closely connected to my school's improvement plan.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

CHECK ONE BOX ONLY

	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
i. Most of what I learn in professional development addresses the needs of the students in my classroom.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

9. LEADERSHIP AND SUPPORT

How much do you disagree or agree with the following?

<i>IN EACH ROW, CHECK <u>ONE</u> BOX ONLY</i>	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
a. The principal at this school is strongly committed to shared decision-making.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
b. The principal at this school works to create a sense of community in the school.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
c. The principal at this school promotes parent and community involvement in the school.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
d. The principal at this school supports and encourages teachers to take risks.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
e. The principal at this school is willing to make changes.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
f. Most changes introduced at this school receive strong support from the principal.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
g. The principal at this school encourages teachers to try new methods of instruction.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

10. THOUGHTS ABOUT TEACHING READING²

How much do you agree or disagree with the following?

IN EACH ROW, CHECK <u>ONE</u> BOX ONLY	STRONGLY DISAGREE DISAGREE AGREE STRONGLY AGREE			
	1	2	3	4
a. I feel I need to make changes in the methods I use to teach children to read and spell.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
b. I get help from staff members to understand some children's difficulties learning to read	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
c. I have benefited from opportunities to learn more about methods for teaching reading.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
d. The children in my class are making satisfactory progress in learning to read.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
e. I do not have sufficient materials to teach reading effectively.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
f. I do not understand why some children learn to read easily while other children struggle to learn basic reading skills.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
g. The literacy coach supports my efforts to teach reading effectively				
<i>IF A LITERACY COACH IS NOT AVAILABLE FOR 5TH-GRADE STUDENTS, PLEASE SKIP THIS QUESTION AND CHECK THIS BOX</i> → <input type="checkbox"/> 1				
h. I have a good understanding of how children acquire language and literacy skills.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
i. I wish I had more opportunities to discuss how to teach reading with other teachers	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
j. I feel I am good at teaching reading and writing.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
k. The principal of my school supports my efforts to teach reading effectively	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
l. I would like to learn methods to help children develop their oral language.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
m. I look for opportunities to learn effective methods to teach reading and writing	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
n. I could do a better job teaching reading if I had more assistance from aides or volunteers in my class	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
o. I know how to assess the progress of my students in reading....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
p. The parents of children in my class support my efforts to teach their children to read	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
q. The school day is organized to maximize instructional time.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

² Items on this page were borrowed from Joanne Carlisle's "Teacher's QUEST: Self-Administered Questionnaire" (Regents of the University of Michigan: Ann Arbor, MI, 2003), with minor modifications.

SECTION III. TEACHER REFLECTIONS

This section asks for your reflections.³

11. TEACHER REFLECTIONS

<i>IN EACH ROW, CHECK <u>ONE</u> BOX ONLY</i>	NOTHING	VERY LITTLE	SOME	QUITE A BIT	A GREAT DEAL
a. How much can you do to control disruptive behavior in the classroom? .	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
b. How much can you do to motivate students who show low interest in school work?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
c. How much can you do to get students to believe they can do well in school work?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
d. How much can you do to help your students value learning?.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
e. How much can you do to get children to follow classroom rules?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
f. How much can you do to calm a student who is disruptive or noisy?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
g. How much can you use a variety of assessment strategies?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
h. How much can you assist families in helping their children do well in school?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<i>PLEASE NOTICE DIFFERENT RESPONSE CHOICES FOR THE ITEMS BELOW.</i>	NOT AT ALL	SMALL EXTENT	MODERATE EXTENT	QUITE A BIT	A GREAT EXTENT
i. To what extent can you craft good questions for your students?.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
j. To what extent can you provide an alternative explanation or example when students are confused?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<i>PLEASE NOTICE DIFFERENT RESPONSE CHOICES FOR THE ITEMS BELOW.</i>	NOT AT ALL	SLIGHTLY	MODERATELY	QUITE WELL	EXTREMELY WELL
k. How well can you establish a classroom management system with each group of students?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
l. How well can you implement alternative strategies in your classroom?.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

³ Items on this page were borrowed with permission from W.K. Hoy and A.E. Woolfolk's "Teachers' Sense of Efficacy Scale" (Elementary School Journal, 93, 355-372), with minor modifications.

SECTION IV. BACKGROUND

This section asks about your background.

12. **How many years have you taught, either full-time or part-time, at the elementary or secondary level (not counting the current school year)?** *Include years teaching in both public and private schools. Do not include time spent as a student teacher.*

\$\$\$\$\$\$\$. TOTAL YEARS TEACHING

13. **How many years have you been teaching in THIS school (not counting the current school year)?** *If you have had a break in service of one year or more, please report the year that you returned to this school. Do not include time spent as a student teacher. Include years spent teaching both full and part time at this school.*

\$\$\$\$\$\$\$. TOTAL YEARS TEACHING AT THIS SCHOOL

14. **What grade levels have you taught?** *CHECK ALL THAT APPLY*

- | | | |
|--------------------------------------|--|---|
| 1 <input type="checkbox"/> 1st grade | 6 <input type="checkbox"/> 6th grade | 11 <input type="checkbox"/> 11th grade |
| 2 <input type="checkbox"/> 2nd grade | 7 <input type="checkbox"/> 7th grade | 12 <input type="checkbox"/> 12th grade |
| 3 <input type="checkbox"/> 3rd grade | 8 <input type="checkbox"/> 8th grade | 13 <input type="checkbox"/> Ungraded |
| 4 <input type="checkbox"/> 4th grade | 9 <input type="checkbox"/> 9th grade | 14 <input type="checkbox"/> Kindergarten |
| 5 <input type="checkbox"/> 5th grade | 10 <input type="checkbox"/> 10th grade | 15 <input type="checkbox"/> Prekindergarten |

15. **For each degree below, please check YES or No in Column A to indicate if you hold that degree. For those degrees you hold, please specify your major field of study in Column B and the year you received the degree in Column C.**

IN EACH ROW, CHECK ONE BOX IN COLUMN A. IF YOU ANSWER YES, COMPLETE COLUMNS B AND C FOR THAT ROW.	A. DEGREE HELD		B. MAJOR	C. YEAR RECEIVED
	YES	NO		
a. Associate's degree	1 <input type="checkbox"/>	0 <input type="checkbox"/>		\$\$\$\$\$\$\$.
b. Bachelor's degree	1 <input type="checkbox"/>	0 <input type="checkbox"/>		\$\$\$\$\$\$\$.
c. Master's degree.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>		\$\$\$\$\$\$\$.
d. Educational specialist or professional diploma (at least one year beyond a master's degree)	1 <input type="checkbox"/>	0 <input type="checkbox"/>		\$\$\$\$\$\$\$.
e. Certificate of Advanced Graduate Studies...	1 <input type="checkbox"/>	0 <input type="checkbox"/>		\$\$\$\$\$\$\$.
f. Doctorate (Ph.D., Ed.D.).....	1 <input type="checkbox"/>	0 <input type="checkbox"/>		\$\$\$\$\$\$\$.
g. Professional (M.D., D.D.S., J.D., L.L.B)	1 <input type="checkbox"/>	0 <input type="checkbox"/>		\$\$\$\$\$\$\$.

16. **Which of the following describes the teaching certificate you currently hold in this state?**
CHECK ONE ONLY

- 1 ☐ Regular or standard state certificate or advanced professional certificate
- 2 ☐ Probationary certificate (the initial certificate issued after satisfying all requirements except the completion of a probationary period)
- 3 ☐ Provisional or other type given to persons who are still participating in an "alternative certification program"
- 4 ☐ Temporary certificate (requires some additional college coursework and/or student teaching before regular certification can be obtained)
- 5 ☐ Emergency certificate or waiver (issued to teachers who do not have regular certification who need to complete a regular certification program in order to continue teaching)

17. **In what content area does the teaching certificate marked above allow you to teach in this state (e.g., elementary general, secondary general, special ed., a specific subject matter)?**

_____ CONTENT AREA

18. **Column A:** Please indicate if you participated in any professional development activities listed below in the past 12 months.

Column B: If you mark "yes" in Column A, please indicate in Column B how many hours you spent on the activities. Include courses you have taken for recertification or advanced certification, workshops sponsored by your district, conferences, or other training that is relevant to your teaching.

IN EACH ROW, CHECK ONE BOX IN COLUMN A. IF YOU ANSWER YES, CHECK ONE BOX IN COLUMN B.	A. PARTICIPATED?		B. NUMBER OF HOURS			
	YES	NO	8 OR FEWER	9-16	17-32	33 OR MORE
a. Reading instruction.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
b. Science instruction	1 <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
c. Social studies instruction	1 <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

19. **Are you male or female?**

1 ☐ Male

2 ☐ Female

20. **Are you of Hispanic or Latino origin?**

1 ☐ Yes

0 ☐ No

21. **How do you describe yourself?** (PLEASE SELECT ONE OR MORE)

1 ☐ American Indian or Alaska Native

2 ☐ Asian

3 ☐ Black or African American

4 ☐ Native Hawaiian or Other Pacific Islander

5 ☐ White

22. **What is your year of birth?**

.\$\$\$\$\$\$\$\$\$\$\$\$\$\$. YEAR

CONTACT INFORMATION

Please provide your contact information and the best time to reach you in case we have questions about your responses.

MR./MS. FIRST NAME LAST NAME

STREET APT. NUMBER

CITY STATE ZIP

E-MAIL ADDRESS

()

PHONE NUMBER (INCLUDE AREA CODE)

BEST TIME TO REACH YOU

**THANK YOU FOR COMPLETING THIS SURVEY
FOR THE U.S. DEPARTMENT OF EDUCATION.**

APPENDIX B

SCHOOL RECORDS FORM

SCHOOL INFORMATION FORM (2006-2007)

National Evaluation of Reading Comprehension Programs

INSERT SCHOOL LABEL HERE

1. For what grade levels does this school offer instruction? (CHECK ALL THAT APPLY)

- | | | |
|---|--------------------------------------|--|
| <input type="checkbox"/> 1 Pre-kindergarten | <input type="checkbox"/> 5 3rd grade | <input type="checkbox"/> 9 7th grade |
| <input type="checkbox"/> 2 Kindergarten | <input type="checkbox"/> 6 4th grade | <input type="checkbox"/> 10 8th grade |
| <input type="checkbox"/> 3 1st grade | <input type="checkbox"/> 7 5th grade | <input type="checkbox"/> 10 Other (specify): _____ |
| <input type="checkbox"/> 4 2nd grade | <input type="checkbox"/> 8 6th grade | <input type="checkbox"/> 15 Ungraded (including ungraded special ed. students) |

2. What was the total number of students enrolled in this school around the first of October 2006? \$\$\$\$\$\$\$\$\$\$. **Students enrolled**

3. How many students were absent on the most recent school day? \$\$\$\$\$\$\$\$\$\$. **Students absent**

4. During the 2005-2006 academic year or summer, approximately how many students transferred from your school? \$\$\$\$\$\$\$\$\$\$. **Student transfers**
Exclude students who graduated to a middle or high school.

5. What percentage of students in the 2006-2007 academic year are:

a. Eligible for the federally funded free or reduced- price lunch program? ... \$\$\$\$\$\$\$\$\$\$. **% of students**

b. Classified as limited English proficient (LEP)? \$\$\$\$\$\$\$\$\$\$. **% of students**

6. How many students enrolled in this school are:

a. Hispanic or Latino \$\$\$\$\$\$\$\$\$\$. **Students**

b. Not Hispanic or Latino \$\$\$\$\$\$\$\$\$\$. **Students**

7. How many students enrolled in this school are (please select one or more categories for each student):

a. American Indian or Alaska Native \$\$\$\$\$\$\$\$\$\$. **Students**

b. Asian \$\$\$\$\$\$\$\$\$\$. **Students**

c. Black or African American \$\$\$\$\$\$\$\$\$\$. **Students**

d. Native Hawaiian or other Pacific Islander \$\$\$\$\$\$\$\$\$\$. **Students**

e. White \$\$\$\$\$\$\$\$\$\$. **Students**

8. How many teachers are employed at this school?\$\$. **Teachers employed**
Include all full- and part-time regular classroom teachers, special area or resource teachers, long-term substitute teachers, and itinerant teachers. Do not include student teachers, teachers' aides, or short-term substitute teachers.

9. How many fifth grade students were enrolled in this school around the first of October 2006?.....\$. **5th-grade students**

10. How many fifth-grade classes do you have?.....\$. **5th-grade classes**

11. What type of school is this? (CHECK ONE)

- 1 ☐ Regular
 2 ☐ Special Program Emphasis (*science/math school, talented/gifted school, foreign language immersion school, etc.*)
 3 ☐ Special Education (*primarily serves students with disabilities*)
 4 ☐ Other (**specify**): _____

12. Does this school offer a magnet program?1 ☐ Yes 0 ☐ No

13. Is this a charter school?1 ☐ Yes 0 ☐ No

14. a. Is this a Title I school?1 ☐ Yes 0 ☐ No

b. *If yes:* Is it school-wide Title I?1 ☐ Yes 0 ☐ No

15. Is your school participating in any comprehensive school reform?

- 1 ☐ Yes→ **Please describe:** _____

 0 ☐ No

16. Please complete the table below for the most current average reading and math standardized test scores for this school's fourth- and fifth-grade students.

Grade Level	Test	Publisher	Month/ Year	Reading		Math	
				Standard Score*	Nat'l Percentile	Standard Score*	Nat'l Percentile
4th							
4th							
5th							
5th							
*If standard scores are not available, check here if reporting:				1 <input type="checkbox"/> Scaled Scores 2 <input type="checkbox"/> Raw Scores		1 <input type="checkbox"/> Scaled Scores 2 <input type="checkbox"/> Raw Scores	

Please return this form to Mathematica in the postage-paid envelope provided or by faxing it to 202-863-1763, attention Melissa Dugger. Thank you very much.

STUDENT RECORDS FORM (2006-07)
EVALUATION OF READING COMPREHENSION INTERVENTIONS

Student bar-coded label

SECTION I. STUDENT ENROLLMENT, ATTENDANCE, AND CHARACTERISTICS

1. What is this student's **date of birth**?
 \$\$\$\$\$\$ / \$\$\$\$\$\$ / \$\$\$\$\$\$
 MONTH DAY YEAR

2. Is this student **male or female**?
 1 ☐ Male 2 ☐ Female

3. What is the student's **ethnicity**?
 1 ☐ Hispanic or Latino
 0 ☐ Not Hispanic or Latino
 9 ☐ Don't know

4. What is this student's **race**?
 (PLEASE SELECT ONE OR MORE)
 1 ☐ American Indian/Alaska Native
 2 ☐ Asian
 3 ☐ Black or African American
 4 ☐ Native Hawaiian or other Pacific Islander
 5 ☐ White
 9 ☐ Don't know

5. What was this student's **enrollment status** on the last day of the 2006-07 school year? (CHECK ONE)
If the student transferred, was expelled, or left for another reason, please fill in the box to the right.
 1 ☐ Enrolled at this school on the last day of the 2006-07 school year
 2 ☐ Transferred to another school.....
 3 ☐ Expelled.....
 4 ☐ Other (SPECIFY).....

Last day of attendance: \$\$\$\$\$\$ / \$\$\$\$\$\$ / \$\$\$\$\$\$
 MONTH DAY YEAR
 Name of new school: _____
 New school's address: _____
 CITY STATE

6. How many days was this student **absent** during the 2006-07 school year? (WRITE "0" IF NO ABSENCES)
 a. \$\$\$\$\$\$\$\$ **Total** days absent in the 2006-07 school year
 b. \$\$\$\$\$\$\$\$ **Unexcused** days absent in the 2006-07 school year (WRITE "NA" IF NOT AVAILABLE)

7. How many times and days was this student given an **in-school** or **out-of-school suspension** from this school during the 2006-07 school year? (WRITE "0" IF THIS STUDENT RECEIVED NO SUSPENSIONS. IF YOUR SCHOOL DOES NOT OFFER IN-SCHOOL SUSPENSIONS, WRITE "NA" IN 6A FOR TIMES AND DAYS SUSPENDED.)

NUMBER OF TIMES SUSPENDED	TOTAL NUMBER OF DAYS SUSPENDED
a. \$\$\$\$\$\$ Number of times suspended in-school	\$\$\$\$\$\$\$\$ Days suspended in-school
b. \$\$\$\$\$\$ Number of times suspended out-of-school	\$\$\$\$\$\$\$\$ Days suspended out-of-school

8. Is this student... (CHECK ONE IN EACH ROW)

	YES	NO
a. Classified as limited English proficient (LEP) ?	1 <input type="checkbox"/>	0 <input type="checkbox"/>
b. Eligible for the federally funded free or reduced-price lunch program ?	1 <input type="checkbox"/>	0 <input type="checkbox"/>

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is #####-####. The time required to complete this information collection is estimated to average 30 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collected. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: U.S. Department of Education, Planning and Evaluation Services, Washington, D.C. 20208-5651.

9. For which of the following **disability categories** has this student been officially identified?

(CHECK ALL THAT APPLY)

- | | | |
|--|---|---|
| 1 <input type="checkbox"/> Autism | 6 <input type="checkbox"/> Learning disability | 11 <input type="checkbox"/> Traumatic brain injury |
| 2 <input type="checkbox"/> Deaf-blindness | 7 <input type="checkbox"/> Mental retardation | 12 <input type="checkbox"/> Visual impairment |
| 3 <input type="checkbox"/> Developmental delay | 8 <input type="checkbox"/> Orthopedic impairment | 13 <input type="checkbox"/> Other disability (SPECIFY): _____ |
| 4 <input type="checkbox"/> Emotional disturbance | 9 <input type="checkbox"/> Other health impairment | _____ |
| 5 <input type="checkbox"/> Hearing impairment | 10 <input type="checkbox"/> Speech or language impairment | 14 <input type="checkbox"/> None of the above |

SECTION II. SERVICES

10. Which of the following **services** does this student receive in reading? (CHECK ALL THAT APPLY)

- 1 ☐ Reading support
- 2 ☐ Speech/Language Support
- 3 ☐ English as a Second Language (ESL)/English for Speakers of Other Languages (ESOL), English Language Development (ELD)
- 4 ☐ Any other extra support or tutoring (i.e., Title I or other extra help to bring students up to grade level expectations)
- 5 ☐ None of the above

11. Does the student have an **Individual Education Plan (IEP)** or a **504 Service Agreement**?

(CHECK ALL THAT APPLY)

- 1 ☐ Student receives services under an IEP
- 2 ☐ Student receives services under a Service Agreement
- 3 ☐ Neither of the above —————> GO TO QUESTION 16

12. Does the IEP or Service Agreement provide specifications about the student's **reading instruction**?

(CHECK ONE)

- 1 ☐ Yes 0 ☐ No —————> GO TO QUESTION 16

13. What is the **total amount of reading instruction** specified in the IEP or Service Agreement?

\$\$\$\$\$\$\$\$ MINUTES/DAY

OR

\$\$\$\$\$\$ % OF DAY

OR

☐ No time is specified

14. In what areas does the IEP or Service Agreement specify **reading goals or objectives**?

(CHECK ALL THAT APPLY)

- | | |
|---|--|
| 1 <input type="checkbox"/> Vocabulary | 3 <input type="checkbox"/> Accurate and fluent reading of connected text |
| 2 <input type="checkbox"/> Decoding, word attack strategies | 4 <input type="checkbox"/> Other (SPECIFY): _____ |
| 3 <input type="checkbox"/> Comprehension | 5 <input type="checkbox"/> None specified |

15. Does the IEP or Service Agreement specify that the student should receive any of the following **reading-related accommodations**? (CHECK ALL THAT APPLY)

- | | | |
|--|---|--|
| 1 <input type="checkbox"/> Material read aloud | 5 <input type="checkbox"/> Additional time on assignments and/or tests | 9 <input type="checkbox"/> None of the above |
| 2 <input type="checkbox"/> Tests read aloud | 6 <input type="checkbox"/> Modified spelling (spelling errors not graded) | |
| 3 <input type="checkbox"/> Shorter passages | 7 <input type="checkbox"/> Other (SPECIFY): _____ | |
| 4 <input type="checkbox"/> Out-of-grade-level material | 8 <input type="checkbox"/> Other (SPECIFY): _____ | |

SECTION III. GRADE LEVEL AND COURSE GRADES

16. In what grade was this student enrolled in the 2006-07 school year? .\$. Grade

17. Has this student been promoted to the next grade for the 2007-08 school year? (CHECK ONE)
If the student will attend a new school next year, please fill in the box to the right.

- 1 ☐ Yes → Promoted to grade: .\$.
0 ☐ No
9 ☐ Don't know

If attending a new school next year:

Name of new school: _____

New school's address: _____
CITY STATE

18. Was this student ever retained in a grade? (CHECK ONE)

- 1 ☐ Yes
0 ☐ No → GO TO QUESTION 20
9 ☐ Don't know → GO TO QUESTION 20

19. If yes, in what grades was this student retained? (CHECK ALL THAT APPLY)

- 1 ☐ Pre-kindergarten 4 ☐ 2nd grade 6 ☐ 4th grade
2 ☐ Kindergarten 5 ☐ 3rd grade 7 ☐ 5th grade
3 ☐ 1st grade

20. In which of the following classes was this student enrolled for all or part of the 2006-07 school year?
For those classes in which the student was enrolled, indicate the level of the class and the student's final grade in the class. (If a separate grade is not provided for class, enter "NG.")

Please include one copy of this school's grading scheme—a blank report card with an explanation of the grading scheme (for example, showing S=satisfactory or A=95-100) or some other grade key explaining the meaning of grades used—when you return the completed student records for your school.

SUBJECT	A. ENROLLED		B. CLASS LEVEL				C. GRADES	
	YES	NO	ADVANCED	REGULAR	REMEDIAL	SPECIAL ED.		
1. Fall							1ST QTR	2ND QTR
a. Reading	1 <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	\$.\$.\$.\$.	\$.\$.\$.\$.
b. English/Language	1 <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	\$.\$.\$.\$.	\$.\$.\$.\$.
c. Math	1 <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	\$.\$.\$.\$.	\$.\$.\$.\$.
d. Science	1 <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	\$.\$.\$.\$.	\$.\$.\$.\$.
e. Social studies	1 <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	\$.\$.\$.\$.	\$.\$.\$.\$.
2. Spring							3RD QTR	4TH QTR
a. Reading	1 <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	\$.\$.\$.\$.	\$.\$.\$.\$.
b. English/Language	1 <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	\$.\$.\$.\$.	\$.\$.\$.\$.
c. Math	1 <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	\$.\$.\$.\$.	\$.\$.\$.\$.
d. Science	1 <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	\$.\$.\$.\$.	\$.\$.\$.\$.
e. Social studies	1 <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	\$.\$.\$.\$.	\$.\$.\$.\$.

SECTION IV. TEST SCORES

21. For each **standardized test** in **reading, math, science,** and **social studies** that the district administered to this student during the 2006-07 and 2005-06 school years, please provide the following information:
- Year** (2006-07 or 2005-06) and **semester** (fall or spring) in which the test was administered
 - Name of standardized **test** administered
 - Form** and/or **level** of test administered
 - Name of **test components** in **reading, math, science,** or **social studies** only (no other subjects)
 - Student's **standard score** (for individual test components and overall reading, math, science, and social studies scores)
 - Student's **percentile score** (for individual test components and overall reading, math, science, and social studies scores)
 - Indicate if standard or scaled scores or national percentiles are not available, and you are providing **raw scores** in column E or **stanines** in column F

A. YEAR AND SEMESTER	B. TEST NAME	C. FORM AND LEVEL	D. TEST COMPONENT	E. STANDARD SCORE	F. NATIONAL PERCENTILE	G. OTHER SCORES
Example Year 1 <input checked="" type="checkbox"/> 2006-07 2 <input type="checkbox"/> 2005-06 Semester 1 <input type="checkbox"/> Fall 2 <input checked="" type="checkbox"/> Spring	Test: <i>Stanford-9 Achievement Test</i>	Form: <i>Form S</i> Level: <i>Primary 3</i>	<i>Math</i> <i>Reading</i> <i>Reading Vocabulary</i> <i>Total Reading</i>	65 56 59 58	76 62 68 66	1 <input type="checkbox"/> a. Standard scores are not available; in column E, I have instead listed: 1 <input type="checkbox"/> a. Raw scores 1 <input type="checkbox"/> b. Scaled scores 1 <input type="checkbox"/> b. National percentile scores are not available; in column F, I have instead listed stanine scores.
Year 1 <input type="checkbox"/> 2006-07 2 <input type="checkbox"/> 2005-06 Semester 1 <input type="checkbox"/> Fall 2 <input type="checkbox"/> Spring	Test:	Form: Level:				1 <input type="checkbox"/> a. Standard scores are not available; in column E, I have instead listed: 1 <input type="checkbox"/> a. Raw scores 1 <input type="checkbox"/> b. Scaled scores 1 <input type="checkbox"/> b. National percentile scores are not available; in column F, I have instead listed stanine scores.
Year 1 <input type="checkbox"/> 2006-07 2 <input type="checkbox"/> 2005-06 Semester 1 <input type="checkbox"/> Fall 2 <input type="checkbox"/> Spring	Test:	Form: Level:				1 <input type="checkbox"/> a. Standard scores are not available; in column E, I have instead listed: 1 <input type="checkbox"/> a. Raw scores 1 <input type="checkbox"/> b. Scaled scores 1 <input type="checkbox"/> b. National percentile scores are not available; in column F, I have instead listed stanine scores.
Year 1 <input type="checkbox"/> 2006-07 2 <input type="checkbox"/> 2005-06 Semester 1 <input type="checkbox"/> Fall 2 <input type="checkbox"/> Spring	Test:	Form: Level:				1 <input type="checkbox"/> a. Standard scores are not available; in column E, I have instead listed: 1 <input type="checkbox"/> a. Raw scores 1 <input type="checkbox"/> b. Scaled scores 1 <input type="checkbox"/> b. National percentile scores are not available; in column F, I have instead listed stanine scores.

APPENDIX C

SUMMARY TABLES OF INSTRUMENT ITEMS AND QUESTION-BY-QUESTION JUSTIFICATIONS

TABLE C.1

QUESTION-BY-QUESTION JUSTIFICATION OF TEACHER SURVEY QUESTIONS

Teacher Survey		
Item	Number	Purpose
View on intervention training		Opportunity for treatment teachers to provide opinion of training they recently received.
Discussions with colleagues	4	Information about the professional culture at the school, to be used in analyses for descriptive purposes, such as the school's environment.
Views on teachers in grade level	5	
Access to new ideas	6	
Views on change in school	7	
Views on professional development experiences	8	
Views on leadership and support in school	9	
Views on teaching reading	10	
Teacher reflections	11	Views on teacher efficacy, to be used in analyses for descriptive purposes, such as the extent to which teachers believe they can make a difference even with difficult children.
Years teaching	12	Demographic information about the teacher, to be used in analyses for descriptive purposes, such as teacher's qualifications and training.
Years teaching at current school	13	
Grade levels taught	14	
College degrees	15	
Teacher certificate	16-17	
Professional development activities	18	
Sex	19	
Ethnicity	20	
Race	21	
Year of birth	22	

TABLE C.2

QUESTION-BY-QUESTION JUSTIFICATION OF SCHOOL RECORDS ITEMS

School-Level School Records Form		
Item	Number	Purpose
Grades served	1	These items will provide descriptive information that can be used in the school selection process and in coordinating classroom observation and student testing. Several of these items will update school characteristics from the Common Core of Data.
Enrollment	2	
Number absent	3	
Number transferred	4	
Percent eligible for free or reduced-price lunch	5	
Percent classified as limited English proficient	5	
Number of Hispanic or Latino students	6	
Number of students by racial categories	7	
Number of teachers	8	
Number of fifth-graders	9	
Number of fifth-grade classes	10	
Type of school	12	
Magnet program	13	
Charter school	14	
Title I school	15	
Comprehensive school reform	18	
Fourth- and fifth grade reading and math test scores	19	
Student-Level School Records Form		
Item	Number	Purpose
Date of birth	1	The student records, collected from school files or electronic district records, will provide descriptive information on students, as well as academic and behavioral outcomes.
Sex	2	
Ethnicity	3	
Race	4	
Enrollment status	5	
Days absent	6	
Times suspended	7	
LEP status	8	
Free, reduced-price lunch status	8	
Types of disability	9	
Services	10-16	
Grade enrolled	17	
Grade promotion	18	
Grade retention	19-20	
Courses taken, level, and final grades	21	
Standardized test scores	22	

APPENDIX D

**PASSIVE CONSENT LETTER, ACTIVE CONSENT LETTER,
CONSENT FORM, STUDENT ASSENT FORM, AND BROCHURE**

PASSIVE CONSENT LETTER

Dear Parent or Guardian:

This year, your child's school will be taking part in a study of reading comprehension programs for fifth-grade students. There are four programs altogether. The goal of the study is to find out how much these programs improve your child's reading skills. The U.S. Department of Education is sponsoring the study, and it will be carried out by Mathematica Policy Research, Inc., and three other firms that are well known for their education studies. (Please see the enclosed brochure for more details on the study.)

Some schools in the study will still use their regular reading program. To decide which schools will use their regular program and which will use one of the four other programs, we will pick school names as you would pick names in a lottery. If your child's school is chosen for one of the four reading programs, his or her teacher will be trained to use that program and will spend about 30 minutes a day teaching reading comprehension according to that program.

To see how much the reading programs help, we will test your child in reading three times: at the beginning of the 2006-07 school year, at the end of that year, and at the end of the 2007-08 school year. During both years, we will also collect information on your child's attendance, grades, and any extra language or reading help your child may receive. We need this information even if your child's school uses its regular reading program because your child is important to the study either way.

All information on your child will be kept confidential. For example, we will never refer to students by name. No one—not parents, school personnel, or anyone else—will be able to get information on your child, except as required by law, regulation, or court order.

If you do not want your child to take part in the study, please call Mathematica's toll-free number, 1-888-535-0283, or send a note to your child's school within the next week. You may mail this note to the school or give it to your child to take to his or her teacher. ***If you and your child agree that he or she will be in the study, you do not need to do anything.*** Even if you do give your consent now, your child may still withdraw from the study later, without penalty.

If you have any questions about the study of reading comprehension programs, please contact Dr. Wendy Mansfield, the deputy study director, at Mathematica's toll-free number, 1-888-535-0283. Thank you in advance for your help with this important study.

Sincerely,

Dr. David Myers
Study Director

ACTIVE CONSENT LETTER

Dear Parent or Guardian:

Your child's school is participating in a study of reading comprehension programs for fifth-grade students. The U.S. Department of Education is sponsoring the study, which Mathematica Policy Research, Inc., and partner firms are carrying out. The study will find out how much improvement children experience in the reading comprehension programs. The organizations that developed the reading comprehension programs will train teachers to use the programs with their class and will provide support to teachers during the school year. (Please see the enclosed sheet describing the reading comprehension programs and the brochure describing the study.)

We will draw school names to determine which one of four reading comprehension program schools will receive. Each school will have a chance to be selected for a program, but not all schools will receive a new program. If your child's school is not selected, it will continue to offer the reading comprehension program it would have offered in the absence of this study. If your child's school is selected, his or her teacher will provide about 30 minutes of whole-class instruction in the reading comprehension program.

To learn how effective the reading comprehension programs are, we ask your permission for your child to take a few reading comprehension tests in the 2006-07 school year and 2007-08 school year, and for your child's school to give us information about your child (such as school attendance, grades, and services received) for the 2006-07 and 2007-08 school years. Whether or not your child's school is selected to receive a new reading program, your child will still be important to the study, and we will still need this information.

Any information collected about your child will be kept confidential and used for research purposes only. We will remove students' names from the data files and identify their information only by special numbers. When we report the data, we will combine information about your child with information about other children, and we will never report individual students' names. No one—parents, school personnel, or anyone else—will have access to any information that can be connected to an individual student's name, except as may be required by law, regulation, or subpoena.

We have enclosed a permission form for you to complete at this time and another form for your child to sign. Please include all of your fifth-grade children on one permission form. This form will allow your child(ren) to participate in the study and will allow us to collect the above information. **Please complete the forms and return them to your child's teacher in the enclosed envelope within a week.**

If you have any questions about the Evaluation of Reading Comprehension Programs or your child's participation, please contact Dr. Wendy Mansfield, the deputy project director, at Mathematica's toll-free number, 1-888-535-0283. Thank you in advance for your help with this important study.

Sincerely,

David Myers, Ph.D.
Project Director

PARENT PERMISSION FORM: READING PROGRAM AND STUDY

- ☐ **I GIVE PERMISSION** for my child, _____ (name of 1st child),
and my child, _____ (name of 2nd child),
to complete reading tests this year and next year. I give permission for my child's school to provide
requested information about my child for research purposes.
- ☐ **I DO NOT GIVE** permission for my child, _____ (name of 1st child),
and my child, _____ (name of 2nd child),
to participate in the Evaluation of Reading Comprehension Programs.

SIGNATURE OF PARENT OR GUARDIAN

DATE

YOUR FULL NAME (PLEASE PRINT) _____

SOCIAL SECURITY NUMBER _____ PHONE _____

STREET ADDRESS _____

CITY _____ STATE _____ ZIP _____

For each child applying to the reading program and study, please provide the following:

1ST CHILD'S FULL NAME (PLEASE PRINT) _____ GRADE _____

CHILD'S SOCIAL SECURITY NUMBER _____ DATE OF BIRTH _____

CHILD'S SCHOOL _____

CHILD'S TEACHER (IF MORE THAN ONE, GIVE ENGLISH/LANGUAGE ARTS TEACHER) _____

2ND CHILD'S FULL NAME (PLEASE PRINT) _____ GRADE _____

CHILD'S SOCIAL SECURITY NUMBER _____ DATE OF BIRTH _____

CHILD'S SCHOOL _____

CHILD'S TEACHER (IF MORE THAN ONE, GIVE ENGLISH/LANGUAGE ARTS TEACHER) _____

Please provide the name, phone number, and address of 2 people (friends or relatives), with whom you are not currently living, who will always know how to reach you.

NAME OF 1ST FRIEND OR RELATIVE _____ PHONE _____

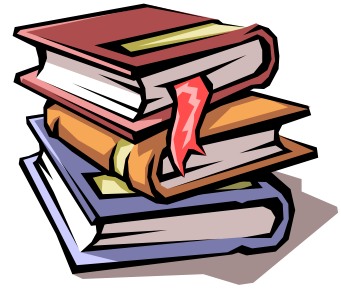
STREET ADDRESS _____

CITY _____ STATE _____ ZIP _____

NAME OF 2ND FRIEND OR RELATIVE _____ PHONE _____

STREET ADDRESS _____

CITY _____ STATE _____ ZIP _____



Dear Fifth-grade Student:

Your school is part of a study to help kids become better readers. Some schools in this study will offer new reading programs in fifth-grade classes. Other schools will keep the reading program they currently use. At all schools in the study, a team of researchers will observe teachers in their classroom.

The team of researchers will ask you to take some reading tests a few times during this school year and next year. They will also ask schools to give us some information about you, such as your attendance and grades. Only the researchers will see the test scores and other information about you. This information will help researchers learn how much the new reading programs make reading easier for students.

We are asking you to help by being part of the study. We do not have room for all schools to get the reading programs, so we will draw names to pick the schools. Even if your school is not picked to get a reading program, you will still be able to help us in the study.

Please read the statement below and sign your name, telling us if you want to be part of the study. If you do not want to be in the study, it's okay. If you join the study but decide later that you do not want to be in it anymore, that's okay, too.

PLEASE PUT AN "X" IN ONE OF THE BOXES BELOW, AND PRINT AND SIGN YOUR NAME.

- ☐ **YES, I WANT TO BE IN THE STUDY.** My school may be picked to get a new reading instruction program. I will take reading tests this year and next year.
- ☐ **NO, I DO NOT WANT TO BE IN THE STUDY.**

PRINT YOUR NAME ON THIS LINE

SIGN YOUR NAME ON THIS LINE

Cover:

Improving Reading Comprehension

Can systematic instruction in reading comprehension help students better understand the concepts they read about in science and social studies?

Many children struggle with reading. They may struggle even more with the complex science and social studies material used in upper elementary school. To find the best ways to help children understand this material, the U.S. Department of Education plans to study three to five reading comprehension programs. The programs were chosen by experts in how children learn to read, and the department will carry out the study with support from expert researchers.

How will the reading programs work?

The reading programs will be used in fifth-grade classrooms in schools that take part in the study. The programs will provide about 30 minutes of supplemental reading instruction during science, social studies, or reading classes, for the full school year. Before the school year begins, fifth-grade teachers will be trained to use one of the selected reading programs in their classroom. The organizations that created the reading programs will give teachers support and more training during the school year if necessary.

How will schools be chosen for the study?

The researchers will work with about 10 school districts to choose about 100 schools for the study—primarily Title I schools. Out of these 100 schools, about 80 will be chosen by a lottery to receive one reading program or another. The rest of the schools will continue with their current reading program. The study will last for one to two years. All schools will receive compensation for participating in the study.

What will students be asked to do as part of the study?

Students will be asked to take a reading test at the beginning and end of the school year. They may also be asked to take a test at the end of the second year.

What information will schools provide about students?

Schools will provide the researchers with information on your child's attendance, grades, services received in school, and test scores. This information will be collected from schools at the end of each school year for up to two years.

Will information be kept private?

Information on each student, teacher, and school is strictly confidential to the full extent allowed by law. Study results will be reported only in group form, such as "70 percent of fifth graders could read at grade level." The study will not give out information on students in any specific district, school, or class.

Who will conduct the study?

The U.S. Department of Education's Institute for Education Sciences is sponsoring the study. It will be conducted by a team of researchers from the following organizations: Mathematica Policy Research, Inc. in Washington, DC; RMC Research Corporation in Oregon; RG Research Group in California; the University of Texas at Austin's Vaughn Gross Center for Reading and Language Arts; and the University of Utah.

How can I get more information about the study?

For more information about the study, please contact Rachel Cooper at Mathematica Policy Research toll-free at (888) 535-0283, or write to her at 600 Maryland Avenue, SW, Suite 550, Washington, DC 20024-2512. You can also visit the study website at <http://ReadingComp.mathematica-mpr.com>.

APPENDIX E

CLASSROOM OBSERVATION FORMS

Expository Reading Comprehension Classroom Observation Form

Background Information (or label)

Observer _____

Today's Date _____ / _____ / _____
mm dd yyyy

School _____

District _____

Teacher _____

State _____

Start time _____ a.m. p.m.

End time _____ a.m. p.m.

Grade _____

Subject (circle all that apply):

Social Studies

Science

Reading/LA

Intervention

Maximum number of students
observed in classroom

Number

Maximum number of adults observed
providing instruction or educational
support in the classroom (including
teacher)

Number

Any special circumstances that interrupted instruction? (please explain)

Note to Rater: Focus on Primary Teacher for rating purposes. If student teacher is leading class, please do not observe.

Part I. 1st Interval (Start time: _____ End Time: _____)

Comprehension

Before reading, the teacher:	Tallies			Notes
1. Relates text to student experiences; gives relevant materials from previous lessons; explains maps, graphs, pictures, title/author; gives information on story content; explains genres; makes text to text connections or connections with movies, TV, or other media.				
During or after reading, the teacher:	Tallies			Notes
2. Provides instruction or gives students practice on the following comprehension strategies: (includes think-alouds)	Models	Explains, reviews, names	Student practice	
a. Using text features to interpret text – pictures, sub-heads, captions, graphics in the text, sidebars, bold and italicized words				
b. Answering questions based on the text that require complex thinking (e.g., making inferences, summarizing/finding main ideas, drawing conclusions)				
c. Generating questions				
d. Identifying portions of the text that are confusing or difficult including words or concepts that are not understood (clarification strategy)				
e. Working with story grammar elements or story maps				
f. Using compare-contrast, cause effect, or problem-solution to teach/identify text structure				
g. Other comprehension strategies (e.g., visualizing events, evaluating predictions, identifying fact vs. opinion, sequencing, re-reading, other _____).				
3. Asks students to justify or elaborate their responses (e.g., teacher asks “why”, “how did you reach that conclusion” etc.)				
4. Asks questions that require simple, factual answers (e.g., Yes, Hamilton, the English).				
5. Provides linkages, clarifications and/or reinforces concepts that highlight the meaning of text, are not provided by students in the discussion or may not be clear in the text.				

Vocabulary (includes concepts, terminology, ideas; may be technical or complex content-area vocabulary)

Teacher:	Tally	Notes
1. Provides an explanation, a definition, or an example.		
2. Elaborates using multiple examples.		
3. Elaborates using contrasting example(s) to pinpoint definition.		
4. Uses visuals, gestures related to word meaning, facial expressions, pictures, or demonstrations to teach word meanings.		
5. Discusses multiple-meanings.		
6. Teaches word learning strategies - using context clues, word parts, root meaning.		
7. Asks students to answer questions or participate in activities that require knowledge of words (e.g., define words; make sentences; find words based on clues; show me how you would look if you were cross; raise your hand if I say something that is enormous).		
8. Gives students opportunity to apply word learning strategies - using context clues, word parts, root meaning.		
9. Further develops the definition by incorporating ideas from students' responses, examples, and experiences.		

Grouping arrangements and text reading (Code during each 15 minute cycle)

<u>Teacher is working with</u> (Choose all that apply.)	<u>Grouping arrangements</u> (Choose all that apply.)	<u>Text Reading</u> (Choose all that apply.)
1. Whole class ($\geq 75\%$ of class) 2. Large group (> 6 students, $< 75\%$ of class) 3. Small groups 4. Pairs 5. An individual 6. No direct student contact	1. Whole class ($\geq 75\%$ of class) 2. Large group (> 6 students, $< 75\%$ of class) 3. Small groups (3-6 students) 4. Pairs 5. Working with an adult (other than a teacher) 6. Reading individually 7. Doing individual work (e.g., seat work/computer)	1. Supported oral reading 2. Independent silent reading 3. Independent oral reading 4. Teacher reads aloud 5. Teacher reads aloud with students following along silently OR 6. <i>Text not used for comprehension instruction</i>
1 2 3 4 5 6	1 2 3 4 5 6 7	1 2 3 4 5

Materials (Check materials that were used during the interval):

- | | |
|---|--|
| 1. ___ maps, charts and graphs (including workbook and worksheet pages) | 8. ___ text-student made |
| 2. ___ other visuals (with or without print) | 9. ___ computers |
| 3. ___ text-basal | 10. ___ audio-tapes (e.g. books on tape) |
| 4. ___ text-trade book, authentic text (e.g. poem, nonfiction book, song) | 11. ___ workbook pages and worksheets |
| 5. ___ textbook-science | 12. ___ chalk board or equivalent (dry erase, easel, overhead) |
| 6. ___ textbook-social studies | 13. ___ videos |
| 7. ___ text handouts from supplementary materials, magazines | 14. ___ paper and pencil |
| | 15. ___ other |

Part II.

Answer the following questions at the end of your observation:

Features of Effective Instruction

During instruction, the teacher:

1. Gave inaccurate and/or confusing explanations or feedback.	N	Y	
2. Missed opportunity to correct or address error.	N	Y	
3. Provided opportunities for most students to participate actively during teacher-led instruction.	N	Y	
4. Paced instruction so that the length of the comprehension or vocabulary activities were appropriate for this age group.	N	Y	

During comprehension instruction, the teacher:

5. Teaches using outlining and note taking	N	Y	
6. Uses graphic organizers (e.g., KWL, Venn diagrams)	N	Y	
7. Keeps students thinking for 2+ seconds before calling on a student to respond to complex questions.	N	Y	
8. Gives independent/pairs/small-group practice in answering comprehension questions or applying comprehension strategy(ies) with expected product. (Can include response journals if a comprehension strategy is entailed.)	N	Y	

Based on your overall observations, rate the quality of the comprehension instruction you observed.

	Not Observed	Minimal/Erratic	Partially Effective	Good	Excellent
9. Comprehension	N/O	1	2	3	4

Based on your overall observations, rate the teachers' management/responsiveness to students*.

	Minimal/Poor		Fair	Good	Excellent
10.The teacher maximized the amount of time available for instruction.	1		2	3	4
11.The teacher managed student behavior effectively in order to avoid disruptions and provide productive learning environments.	1		2	3	4
12.The teacher redirected discussion if a student response was leading the group off topic/focus.	N/O	1	2	3	4

* Items are adapted from Teacher Competency Checklist (Foorman & Schatschneider, 2003).

Based on your overall observations, rate student engagement during the observation.

	Few engaged	Many engaged	Most engaged
13. Student engagement during the first half of the observation session.	1	2	3
14. Student engagement during the remainder of the observation session.	1	2	3

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Intervention Specific Classroom Observation Form: CRISS

DRAFT 2
(9/16/05)

Background Information (or label)

Observer	_____	Today's Date	____ / ____ / ____
			mm dd yyyy
School	_____		
District	_____	Start time	_____ a.m. p.m.
Teacher	_____	End time	_____ a.m. p.m.
State	_____		
Grade	_____	Subject (circle all that apply):	
		Social Studies	Science
		Reading/LA	Intervention

	Number		Number
Maximum number of students observed in classroom	_____	Maximum number of adults observed providing instruction or educational support in the classroom (including teacher)	_____

Any special circumstances that interrupted instruction? **(please explain)**

Notes to Rater:

1. Focus on regular classroom teacher for rating purposes. If student teacher or substitute is leading class, please do not observe.
2. Make sure that the teacher is teaching with expository text for your observation.

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Star each section that you observe today. Answer the questions in that section only. Do *not* answer the questions in the sections that you do not observe.

<u>Does the teacher...</u>		<u>About how many of the students...</u>			
<i>Section I. Preparing for Understanding</i>					
1. Provide instruction or lead activities to generate background knowledge about (or review) a topic or concept before students read about it?	Y N	1. Actively participate in the activities or discussion?	Few	Many	Most
2. Help students set goals and determine a purpose before the students begin reading?	Y N				
<i>Section II. Engaging Students with Content and Transforming Information</i>					
3. Have students read a written text?	Y N	3. Actively participate in reading a written text?	Few	Many	Most
4a. Lead students during and/or after reading in transforming information activities (e.g. graphic organizer, guided discussion)?	Y N	4a. Actively participate in transforming information activities?	Few	Many	Most
4b. Include in the transforming activities informal or formal writing?	Y N	4b. Actively participate in informal or formal writing?	Few	Many	Most
5. Use the transforming activities to teach the <i>content</i> of the lesson?	Y N				
6. Discuss or reflect on students' metacognitive processes during the transforming activities?	Y N	6. Actively participate in metacognitive discussion or reflection?	Few	Many	Most
<i>Section III. Reflecting on Content and Learning Processes</i>					
7. Lead the whole class in a reflection discussion at the end of the lesson using questions <i>such as</i>: A) Metacognition: How did you evaluate your comprehension? B) Background knowledge: Did I	Y N	7. Actively participate in the reflection discussion at the end of the lesson?	Few	Many	Most

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assist you in thinking about what you already knew? C) Purpose Setting: Did you have clear purposes? D) Active Involvement: How were you actively engaged? E) Discussion: How did discussion clarify your thinking? F) Writing: How did you use writing to help you learn? G) Transformation: What were the different ways you transformed information? How did this help you? H) Teacher modeling: Did I do enough modeling?					
--	--	--	--	--	--

Please note: You may see all three Sections in one sitting. Or you may see Sections I and II, or Sections II and III, or Section II alone. You should never see Sections I and III together. It is also unlikely that you will see I alone or III alone.

Intervention Specific Classroom Observation Form: ReadAbout

Background Information (or label)

Observer _____ Today's Date _____ / _____ / _____
mm dd yyyy

School _____

District _____ Start time _____ a.m. p.m.

Teacher _____ End time _____ a.m. p.m.

State _____

Grade _____ Subject (circle all that apply):
Social Studies Science
Reading/LA Intervention

**Maximum number of
students observed in
classroom**

Number

**Maximum number of adults
observed providing instruction or
educational support in the
classroom (including teacher)**

Number

Any special circumstances that interrupted instruction? **(please explain)**

Check which of the following were observed:

- Computer-based instruction (Number of students working on the computer: _____; Time _____ (e.g., 18 minutes))
- Teacher-led small group instruction (Number of students in group: _____; Time _____)
- Independent work by students (Number of students doing independent work: _____; Time _____)

A. Answer these questions while observing the lesson.

<u>Computer-based instruction</u>		<u>Teacher-led small group: Did the teacher</u>		<u>Independent work: Were the students</u>	
1. Was the computer program implemented for the required time?	Y N	1. Explain and model the strategy or skill?	Y N	1. Using the program materials?	
2. Were students engaged in the computer program's activities?	Y N	2. Provide opportunities for guided practice?	Y N	2. Actively engaged in completing the assignment?	
		3. Provide students instruction on the selected 6+1 Writing Trait?	Y N	3. What was the primary focus of the students' independent activities? <ul style="list-style-type: none"> ○ Author's purpose ○ Main idea/details ○ Draw conclusions ○ Fact/opinion ○ Text structure (cause/effect; compare/contrast, sequence of events, problem/solution) ○ Make inferences ○ Summarizing ○ Visualizing ○ Setting purpose ○ Monitoring (including rereading and repairing) ○ Questioning 	
		4. Use the program materials?	Y N		
5. Which components of the computer module was the student working on (circle all that apply and were observed)?		5. What was the primary focus of the teacher-led instruction?			
1. Initial explanation and modeling of the strategy	Y N	<ul style="list-style-type: none"> ○ Author's purpose ○ Main idea/details ○ Draw conclusions ○ Fact/opinion ○ Text structure (cause/effect; compare/contrast, sequence of events, problem/solution) ○ Make inferences ○ Summarizing ○ Visualizing ○ Setting purpose ○ Monitoring (including rereading and repairing) ○ Questioning 			
2. Guided practice	Y N				
3. Writing prompt	Y N				
4. Review of key vocabulary	Y N				
5. Skill tutorial	Y N				

B. Rate the following items based on the overall observation:

	Most of the time	Some of the time	Rarely	Not at all	
1. Were the students actively engaged in instruction?					
2. Did the teacher monitor on-going student progress/work during the lesson?					
3. Did the teacher provide corrective feedback to students?					Not observed

DRAFT

**Intervention Specific Classroom Observation Form: Read for Real
Phase: Practice**

Background Information (or label)

Observer	_____	Today's Date	_____ / _____ / _____
			mm dd yyyy
School	_____		
District	_____	Start time	_____ a.m. p.m.
Teacher	_____	End time	_____ a.m. p.m.
State	_____		
Grade	_____	Subject (circle all that apply):	
		Social Studies	Science
		Reading/LA	Intervention

	Number		Number
<i>Maximum number of students observed in classroom</i>	_____	<i>Maximum number of adults observed providing instruction or educational support in the classroom (including teacher)</i>	_____

Any special circumstances that interrupted instruction? (please explain)

Phase: Practice

Does the teacher follow the procedures suggested in the Teacher Guide...

1. Before Reading

The teacher:

- a. Tells student there is a new reading partner for this story. N Y
- b. Tell students the reading partner will give them suggestions at the beginning and end of the selection to help them practice the strategies. N Y
- c. Asks a student to read the Before Reading focus strategy. N Y
- d. Discusses the Before Reading focus strategy with the students. N Y
- e. Asks students to implement the Before Reading focus strategy. N Y
- f. Lists students' comments on board. N Y

Student Engagement

About how many students are engaged during this portion of the lesson?

_____Few _____Many _____Most

2. During Reading

The teacher:

- a. Asks student read the During Reading focus strategy. N Y
- b. Asks student read the note from the reading partner. N Y
- c. Reminds students to write notes about the During Reading focus strategy the way the reading partner did in the previous selection. N Y
- d. Reads or asks a student to read the first paragraph or two of the selection. N Y
- e. Discusses with students. N Y
- f. Remainder of the selection is read: (Check all that apply.)
 _____as a whole class _____ in small groups _____ in partners _____*independently*.
- g. Teacher reminds students to stop at the red buttons, and write notes on their paper. N Y
- h. Asks *comprehension questions*. _____*Never* _____*Sometimes* _____*Always*

Student Engagement

About how many students are engaged during this portion of the lesson?

_____Few _____Many _____Most

3. After Reading**The teacher:**

- a. Asks students to read the After Reading focus strategy. N Y
- b. Discusses or asks question about the After Reading focus strategy. N Y
- c. Gives written assignment highlighting the After Reading focus strategy. N Y

Comprehension

- e. Administers the comprehension test N Y
- f. Corrects tests with the class. N Y
- g. Discusses responses. N Y

Organizing Information

- h. Asks students to complete graphic organizer.

Writing for Comprehension

- i. Asks students to write a summary based on their completed graphic organizer. N Y

Vocabulary

- j. Instructions students in the vocabulary skill. N Y
- k. Asks students to complete the vocabulary activity:
_____ as a whole class _____ in small groups _____ independently _____ *in partners*

Fluency

- l. Asks a student to read the fluency tip. N Y
- m. Asks a student to read the selection. N Y
- n. Gives students time to practice the selection. N Y

Student Engagement

About how many students are engaged during this portion of the lesson?
_____ Few _____ Many _____ Most

English Learners

Integrates activities for English Language Learners into the lesson.
_____ Never _____ Sometimes _____ Always

Intervention Specific Classroom Observation Form: Read for Real
Phase: Learn

Background Information (or label)

Observer _____	Today's Date _____ / _____ / _____ mm dd yyyy
School _____	
District _____	Start time _____ a.m. p.m.
Teacher _____	End time _____ a.m. p.m.
State _____	
Grade _____	Subject (circle all that apply): <div style="display: flex; justify-content: space-around;"> Social Studies Science </div> <div style="display: flex; justify-content: space-around;"> Reading/LA Intervention </div>

<i>Maximum number of students observed in classroom</i>	Number <div style="border: 1px solid black; height: 40px; width: 100%;"></div>	<i>Maximum number of adults observed providing instruction or educational support in the classroom (including teacher)</i>	Number <div style="border: 1px solid black; height: 40px; width: 100%;"></div>
---	--	--	--

Any special circumstances that interrupted instruction? (please explain)

Phase: Learn

Does the teacher follow the procedures suggested in the Teacher Guide?

1. Unit Introduction

The teacher:

- a. Asks a student to reading the title of the unit. N Y
- b. Comments/asks questions to pique interest. N Y
- c. Introduces the reading partner for the unit. N Y

2. Before Reading

The teacher:

- a. Asks a student to read the explanation of the Before Reading focus strategy. N Y
- b. Discusses the Before Reading focus strategy with the students. N Y
- c. Encourages students to apply the Before Reading focus strategy. N Y
- d. Calls students' attention to the "My Thinking" box. N Y
- e. Asks a student to read what the reading partner says about the Before Reading focus strategy by reading the information in the "My Thinking" box. N Y

Student Engagement

About how many students are engaged during this portion of the lesson?

_____Few _____Many _____Most

3. During Reading

The teacher:

- a. Asks a student to read the explanation of the During Reading focus strategy. N Y
- b. Discusses the During Reading focus strategy with the students. Y N
- c. Asks a student to read the information in the "My Thinking" box N Y
- d. Encourages students to share their thinking about the During Reading focus strategy. N Y
- e. Reads or asks students to read the selection aloud.
 _____Never _____Sometimes _____Always
- f. Stops and discusses the "My Thinking" notes at each "red strategy button."
 _____Never _____Sometimes _____Always
- g. Asks comprehension questions. _____Never _____Sometimes _____Always

Student Engagement

About how many students are engaged during this portion of the lesson?

_____Few _____Many _____Most

4. After Reading**The teacher:**

- a. Asks students to read the After Reading focus strategy. N Y
- b. Discusses the After Reading focus strategy with the students. N Y
- c. Asks a student to read the information in the “My Thinking” box. N Y
- d. Calls on students to implement the After Reading focus strategy. N Y

Comprehension

- e. Administers the comprehension test N Y
- f. Corrects tests with the class. N Y
- g. Discusses responses. N Y

Organizing Information

- h. Asks a student to read the information from the reading partner. N Y
- i. Conducts activity with graphic organizer. N Y

Writing for Comprehension

- j. Asks a student to read the information from the reading partner N Y
- k. Reads or asks a student to read the summary. N Y
- l. Identifies how the paragraphs and sentences in the summary correspond to the information on the graphic organizer. N Y
- m. Discusses the three parts of a summary:

Introduction	N Y
Body	N Y
Conclusion	N Y
- n. Informs students that the author went through several steps (rough drafts, editing and proof reading) to get to finished product. N Y

Vocabulary

- o. Instructions students in the vocabulary skill N Y
- p. Asks students to complete the vocabulary activity:
 _____as a whole class _____ in small groups _____independently _____*in partners*

Fluency

- q. Asks a student to read the fluency tip. N Y
- r. Asks a student to read the selection. N Y
- s. Gives students time to practice the selection. N Y

Student Engagement

About how many students are engaged during this portion of the lesson?
 _____Few _____Many _____Most

English Learners

Integrates activities for English Language Learners into the lesson.
 _____Never _____Sometimes _____Always

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**Intervention Specific Classroom Observation Form: Reading For Knowledge
November 17, 2005 DRAFT
Days 2 and 4 version**

Background Information (or label)

Observer _____ Today's Date _____ / _____ / _____
mm dd yyyy

School _____

District _____ Start time _____ a.m. p.m.

Teacher _____ End time _____ a.m. p.m.

State _____

Grade _____ Subject (circle all that apply):
Social Studies Science
Reading/LA Intervention

**Maximum number of
students observed in
classroom**

Number

**Maximum number of adults
observed providing instruction or
educational support in the
classroom (including teacher)**

Number

Any special circumstances that interrupted instruction? **(please explain)**

Please record the following:

1, Unit # _____ **2. Week #** _____ **3. Day #** _____ **4. Book Title** _____

Notes to Rater:

1. Focus on the regular classroom teacher for rating purposes. If student teacher or substitute teacher is leading class, please do not observe.
2. If today's class period includes testing, please do not observe and reschedule the observation visit.

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A. Answer these questions while observing the lesson.

<u>To what extent does the teacher follow the recommended procedures suggested in the teachers' manual...</u>				<u>About how many of the students...</u>			
I. Set the Stage					Few < 25%	Many 25%- 75%	Most > 75%
a. Post the reading goal?	Little	Some	Most				
b. Present the reading goal?	Little	Some	Most	b. Actively engage in listening to the presentation of the reading goal?	Few	Many	Most
c. Present the cooperative learning goal?	Little	Some	Most	c. Actively engage in listening to the presentation of the cooperative learning goal?	Few	Many	Most
d. Provide the vocabulary instruction or practice?	Little	Some	Most	d. Actively participate in whole group vocabulary instruction and practice?	Few	Many	Most
II. Active Instruction					Few < 25%	Many 25%- 75%	Most > 75%
a. Use a whole group or partner activity to discuss key points about the day's skill/strategy?	Little	Some	Most	a. Actively participate in the whole group or partner activity to discuss key points about the day's skill/strategy??	Few	Many	Most
b. Provide feedback and prompts to partner pairs during partner reading?	Little	Some	Most	b. Actively participate in partner reading <u>and</u> discussion?	Few	Many	Most
c. Chart individual students' progress on the setting goals and charting progress forms during partner reading?	Little	Some	Most				
d. Review routines for Team Talk discussion?	Little	Some	Most				
e. Read aloud Team Talk questions?	Little	Some	Most				
f. Circulate the classroom and monitor team discussions and	Little	Some	Most	f. Actively participate in the group Team	Few	Many	Most

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provide prompts?				Talk discussion?			
g. Ask team members to share with the class their responses <u>and</u> reasoning to Team Talk questions?	Little	Some	Most	g. Appear engaged in the whole group Team Talk discussion?	Few	Many	Most

B. Answer these two overall questions at the end of the lesson.

The teacher followed the recommended pacing for the lesson. (Recommended pacing is 35 minutes +/- 5 minutes.)	Y	N
The teacher awarded cooperation and/or improvement points at some point in the lesson.	Y	N

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**Intervention Specific Classroom Observation Form: Reading For Knowledge
November 17, 2005 DRAFT
Days 1 and 3 version**

Background Information (or label)

Observer _____ Today's Date _____ / _____ / _____
mm dd yyyy

School _____

District _____ Start time _____ a.m. p.m.

Teacher _____ End time _____ a.m. p.m.

State _____

Grade _____ Subject (circle all that apply):
Social Studies Science
Reading/LA Intervention

Maximum number of students observed in classroom	Number _____	Maximum number of adults observed providing instruction or educational support in the classroom (including teacher)	Number _____
--	-----------------	---	-----------------

Any special circumstances that interrupted instruction? **(please explain)**

Please record the following:

1, Unit #_____ **2. Week #**_____ **3. Day #**_____ **4. Book Title**_____

Notes to Rater:

1. Focus on the regular classroom teacher for rating purposes. If student teacher or substitute teacher is leading class, please do not observe.
2. If today's class period includes testing, please do not observe and reschedule the observation visit.

DRAFT NOT FOR DISSEMINATION

A. Answer these questions while observing the lesson.

<u>To what extent does the teacher follow the recommended procedures suggested in the teachers' manual...</u>				<u>About how many of the students...</u>			
I. Set the Stage					Few < 25%	Many 25%- 75%	Most > 75%
a. Post the reading goal?	Little	Some	Most				
b. Present the reading goal?	Little	Some	Most	b. Actively engage in listening to the presentation of the reading goal?	Few	Many	Most
c. Present the cooperative learning goal?	Little	Some	Most	c. Actively engage in listening to the presentation of the cooperative learning goal?	Few	Many	Most
d. Ask students to review vocabulary? (Exception: This is not done on the first day of a new unit.)	Little	Some	Most	d. Actively participate in activities to review and practice vocabulary?	Few	Many	Most
II. Active Instruction					Few < 25%	Many 25%- 75%	Most > 75%
a. Build background knowledge about the topic of text or about a skill/strategy?	Little	Some	Most	a. Actively participate in activities to build background knowledge?	Few	Many	Most
b. Explain a skill/strategy OR remind the students of a skill/strategy recently learned?	Little	Some	Most	b. Actively engage in listening to explanation or reminder?	Few	Many	Most
c. Read aloud the text and (1) think-aloud or model a skill/strategy OR (2) ask the students to apply a skill/strategy?	Little	Some	Most	c. (1) Actively engage in listening to think-aloud or modeling OR (2) Actively participate in applying skill/strategy?	Few	Many	Most

DRAFT NOT FOR DISSEMINATION

B. Answer these two overall questions at the end of the lesson.

The teacher followed the recommended pacing for the lesson. (Recommended pacing is 35 minutes +/- 5 minutes.)	Y	N
The teacher awarded cooperation and/or improvement points at some point in the lesson.	Y	N

Intervention Specific Classroom Observation Form: SRA

Background Information (or label)

Observer _____ Today's Date _____ / _____ / _____
mm dd yyyy

School _____

District _____ Start time _____ a.m. p.m.

Teacher _____ End time _____ a.m. p.m.

State _____

Grade _____ Subject (circle all that apply):
Social Studies Science
Reading/LA Intervention

<i>Maximum number of students observed in classroom</i>	Number _____	<i>Maximum number of adults observed providing instruction or educational support in the classroom (including teacher)</i>	Number _____
---	----------------------------	--	----------------------------

Any special circumstances that interrupted instruction? (please explain)

Day 1: Social Studies/Science		
Part I. Lesson Segments		
BEFORE READING		
Does the teacher...		
1. Discuss student's prior experiences and knowledge by helping them make connections with the content of the lesson (i.e. text to self, text to world or text to text?)	Y	N
2. Ask a volunteer to read the title aloud?	Y	N
3. Ask a volunteer to identify the skill that will be practiced in the lesson?	Y	N
4. Direct students' attention to the text?	Y	N
5. Discuss the characteristics of the text with students such as (e.g. ,highlighted or boldfaced words, boxed text, subheads visuals, captions, etc.)	Y	N
6. Ask students to demonstrate understanding of the lesson's concepts and/or vocabulary (i.e., examples, synonyms, locate, point to)?	Y	N
DURING/AFTER READING		
Does the teacher...		
1. Read each section of the text aloud?	Y	N
2. Ask the students to follow along as he/she reads each section of the text?	Y	N
3. Involve students in the discussion of how the features/organization of the text is used as a means of drawing the reader into the selection (graphic organizers, maps, visuals, models, numbers, subheads, steps, etc.)	Y	N
4. Give students practice using any one or more of the following strategies? (check all that apply)	Y	N
<input type="checkbox"/> Predicting/confirming predictions <input type="checkbox"/> Summarizing <input type="checkbox"/> Asking questions/finding answers <input type="checkbox"/> Monitoring/clarifying (includes helping students use strategies for dealing with unfamiliar words in the text) <input type="checkbox"/> Visualizing <input type="checkbox"/> Monitoring for Meaning (adjusting speed and/or rereading) <input type="checkbox"/> Making connections		
Part II. Other Components		
<p>The teacher also... (circle one or more)</p> <ol style="list-style-type: none"> has volunteers look up the words in the dictionary for more detailed definitions of vocabulary models comprehension strategies when students struggle with practicing how to use comprehension strategy provides guided practice with map skills 		

Day 2: Social Studies/Science		
Part I. Lesson Segments		
BEFORE READING		
Does the teacher...		
1. Ask a volunteer to read the title aloud?	Y	N
2. Remind students that the text on this page relates to the previous page?	Y	N
3. Direct students' attention to the text?	Y	N
4. Discuss with students the characteristics of the text such as highlighted or boldface words, boxed text, subheads, visuals, captions, etc.?	Y	N
DURING/AFTER READING:		
Does the teacher...		
1. Read each section of the text aloud?	Y	N
2. Ask the students to follow along as he/she reads each section of the text?	Y	N
3. Involve students in the discussion of how the features/organization of the text is used as a means of drawing the reader into the selection (e.g., graphic organizers, maps, visuals, models, numbers, subheads, steps, etc.)?	Y	N
4. Give students practice using any one or more of the following strategies? (check all that apply)	Y	N
<input type="checkbox"/> Predicting/confirming predictions <input type="checkbox"/> Summarizing <input type="checkbox"/> Asking questions/finding answers <input type="checkbox"/> Monitoring/clarifying (including helping students use strategies for dealing with unfamiliar words in the text) <input type="checkbox"/> Visualizing <input type="checkbox"/> Monitoring for Meaning (adjusting speed and/or rereading) <input type="checkbox"/> Making connections		
Part II. Other Components		
<p>The teacher also... (circle one or more)</p> <p>1. models comprehension strategies when students struggle with practicing how to use a comprehension strategy</p> <p>2. provides guided practice with map skills, charts, graphs, etc.</p> <p>3. provides modeling for other skill work such as taking notes, drawing conclusions, etc.</p> <p>4. uses a "think aloud" technique to model a comprehension strategy</p> <p>5. invites students to "think aloud."</p>		

Day 3: Science		
Part I. Lesson Segments		
DURING/AFTER READING:		
Does the teacher...		
1. Read each section of the text aloud	Y	N
2. Ask the students to follow along as he/she reads each section of the text?	Y	N
3. Have students analyze the features/organization of the text in terms of how it is used as a means of drawing the reader into the selection (e.g., graphic organizers, maps, visuals, models, numbers, subheads, steps, etc.)	Y	N
4. Give students practice using any one or more of the following strategies? (check all that apply)	Y	N
<input type="checkbox"/> Predicting/confirming predictions <input type="checkbox"/> Summarizing <input type="checkbox"/> Asking questions/finding answers <input type="checkbox"/> Monitoring/clarifying (including helping students use strategies for dealing with unfamiliar words in the text) <input type="checkbox"/> Visualizing <input type="checkbox"/> Monitoring for Meaning (adjusting speed and/or rereading) <input type="checkbox"/> Making connections		
Part II. Other Components		
<p>The teacher also...</p> <p>Circle one or more</p> <ol style="list-style-type: none"> models comprehension strategies when students struggle with practicing how to use a comprehension strategy provides guided practice with map skills 		

Day 3: Social Studies		
Part I. Lesson Segments		
BEFORE READING		
Does the teacher...		
1. Direct students' attention to the text?	Y	N
2. Discuss with students the characteristics of the text such as highlighted or boldfaced words, boxed text, subheads, visuals, captions, etc.	Y	N
DURING/AFTER READING:		
Does the teacher...		
1. Read each section of the text aloud?	Y	N
2. Ask the students to follow along as he/she reads each section of the text?	Y	N
3. Have students analyze the features/organization of the text in terms of how it is used as a means of drawing the reader into the selection (e.g., graphic organizers, maps, visuals, models, numbers, subheads, steps, etc.)	Y	N
4. Give students practice using any one or more of the following strategies? (check all that apply)	Y	N
<input type="checkbox"/> Predicting/confirming predictions <input type="checkbox"/> Summarizing <input type="checkbox"/> Asking questions/finding answers <input type="checkbox"/> Monitoring/clarifying (including helping students use strategies for dealing with unfamiliar words in the text) <input type="checkbox"/> Visualizing <input type="checkbox"/> Monitoring for Meaning (adjusting speed and/or rereading) <input type="checkbox"/> Making connections		
Part II. Other Components		
<p>The teacher also...</p> <p>Circle one or more</p> <p>1. models comprehension strategies when students struggle with practicing how to use a comprehension strategy</p> <p>2. provides guided practice with map skills</p>		

APPENDIX F

COST DATA FORM ITEMS

Proposed Cost Data Form Items (form will include the developer name, reading program name, and respondent name)

I. Reading Program Pricing

- A. Typical cost to a district or school to use the reading program in the 2006–07 school year
 - 1. Fixed fee
 - 2. Variable fees per teacher and/or per student (e.g., for teacher training materials, instructional support, classroom materials)
- B. Availability of bulk discounts during the 2006-07 school year for schools and/or districts buying the reading program for a minimum number of classes or students
 - 1. Pricing structure for bulk discounts

II. Teacher Professional Development

- A. Training before beginning classroom instruction
 - 1. Days/hours of training teachers received
 - 2. Number of trainers, staff position of trainers
 - 3. Whether cost of training is typically included in the purchase of the reading program (if not, specify cost)
 - 4. Whether the amount of training teachers received in the study differed from the level they would receive when a school or district purchased the reading program (if yes, describe differences)
- B. Training after beginning classroom instruction
 - 1. Type of training
 - 2. Days/hours of training teachers received
 - 3. Number of trainers, staff position of trainers
 - 4. Whether the type and amount of training differed across study schools (if yes, describe differences)
 - 5. Whether this training is offered to teachers at non-study schools
 - 6. Whether this training is included in the fees (if not, what is the cost)
- C. Other support provided
 - 1. Whether other support is provided
 - 2. Types of support (in-person, consulting to answer questions, address concerns, demonstrate strategies; e-mail, or telephone helpdesk/consulting)
 - 3. Number and types of staff providing these services
 - 4. Frequency of support
 - 5. Amount of support provided (length of visits, hours in e-mail or phone consulting)
 - 6. Whether this support (type and amount) is offered to teachers at non-study schools
 - 7. Whether this support is included in the fees (if not, what is the cost)

III. Other services/materials provided

- A. Types and amount of services provided
- B. Types and amount of materials provided (e.g., computers)
- C. Costs of services provided
- D. Whether these services are typically provided to non-study schools
- E. Additional supports/services/materials schools provide to use the reading program

APPENDIX G

EVALUATION LEGISLATION

ELEMENTARY & SECONDARY EDUCATION

Part E — National Assessment of Title I

SEC. 1501. EVALUATIONS.

(a) NATIONAL ASSESSMENT OF TITLE I

- (1) **IN GENERAL-** The Secretary shall conduct a national assessment of the programs assisted under this title and the impact of this title on States, local educational agencies, schools, and students.
- (2) **ISSUES TO BE EXAMINED-** In conducting the assessment under this subsection, the Secretary shall examine, at a minimum, the following:
 - (A) The implementation of programs assisted under this title and the impact of such implementation on increasing student academic achievement (particularly in schools with high concentrations of children living in poverty), relative to the goal of all students reaching the proficient level of achievement based on State academic assessments, challenging State academic content standards, and challenging State student academic achievement standards under section 1111.
 - (B) The types of programs and services that have demonstrated the greatest likelihood of helping students reach the proficient and advanced levels of achievement based on State student academic achievement standards and State academic content standards.
 - (C) The implementation of State academic standards, assessments, and accountability systems developed under this title, including —
 - (i) the time and cost required for the development of academic assessments for students in grades 3 through 8;
 - (ii) how well such State assessments meet the requirements for assessments described in this title; and
 - (iii) the impact of such standards, assessments, and accountability systems on educational programs and instruction at the local level.
 - (D) Each State's definition of adequate yearly progress, including —
 - (i) the impact of applying this definition to schools, local educational agencies, and the State;
 - (ii) the number of schools and local educational agencies not meeting this definition; and
 - (iii) the changes in the identification of schools in need of improvement as a result of such definition.
 - (E) How schools, local educational agencies, and States have —
 - (i) publicized and disseminated the local educational agency report cards required under section 1111(h)(2) to teachers, school staff, students, parents, and the community;
 - (ii) used funds made available under this title to provide preschool and family literacy services and the impact of these services on students' school readiness;
 - (iii) implemented the provisions of section 1118 and afforded parents meaningful opportunities to be involved in the education of their children;
 - (iv) used Federal, State, and local educational agency funds and resources to support schools and provide technical assistance to improve the achievement of students in low-performing schools, including the impact of the technical assistance on such achievement; and
 - (v) used State educational agency and local educational agency funds and resources to help schools in which 50 percent or more of the students are from families with incomes below the poverty line meet the requirement described in section 1119 of having all teachers highly qualified not later than the end of the 2005-2006 school year.
 - (F) The implementation of schoolwide programs and targeted assistance programs under this title and the impact of such programs on improving student academic achievement, including the extent to which schools meet the requirements of such programs.
 - (G) The extent to which varying models of comprehensive school reform are funded and implemented under this title, and the effect of the implementation of such models on improving achievement of disadvantaged students.
 - (H) The costs as compared to the benefits of the activities assisted under this title.
 - (I) The extent to which actions authorized under section 1116 are implemented by State educational agencies and local educational agencies to improve the academic achievement of students in low-performing schools, and the effectiveness of the implementation of such actions, including the following:

- (i) The number of schools identified for school improvement and how many years the schools remain in this status.
- (ii) The types of support provided by the State educational agencies and local educational agencies to schools and local educational agencies respectively identified as in need of improvement, and the impact of such support on student achievement.
- (iii) The number of parents who take advantage of the public school choice provisions of this title, the costs (including transportation costs) associated with implementing these provisions, the implementation of these provisions, and the impact of these provisions (including the impact of attending another school) on student achievement.
- (iv) The number of parents who choose to take advantage of the supplemental educational services option, the criteria used by the States to determine the quality of providers, the kinds of services that are available and utilized, the costs associated with implementing this option, and the impact of receiving supplemental educational services on student achievement.
- (v) The implementation and impact of actions that are taken with regard to schools and local educational agencies identified for corrective action and restructuring.
- (J) The extent to which State and local fiscal accounting requirements under this title affect the flexibility of schoolwide programs.
- (K) The implementation and impact of the professional development activities assisted under this title and title II on instruction, student academic achievement, and teacher qualifications.
- (L) The extent to which the assistance made available under this title, including funds under section 1002, is targeted to disadvantaged students, schools, and local educational agencies with the greatest need.
- (M) The effectiveness of Federal administration assistance made available under this title, including monitoring and technical assistance.
- (N) The academic achievement of the groups of students described in section 1111(b)(2)(C)(v)(II).
- (O) Such other issues as the Secretary considers appropriate.
- (3) **SOURCES OF INFORMATION-** In conducting the assessment under this subsection, the Secretary shall use information from a variety of sources, including the National Assessment of Educational Progress (carried out under section 411 of the National Education Statistics Act of 1994), State evaluations, and other research studies.
- (4) **COORDINATION-** In carrying out this subsection, the Secretary shall —
 - (A) coordinate the national assessment under this subsection with the longitudinal study described in subsection (c); and
 - (B) ensure that the independent review panel described in subsection (d) participates in conducting the national assessment under this subsection, including planning for and reviewing the assessment.
- (5) **DEVELOPMENTALLY APPROPRIATE MEASURES-** In conducting the national assessment under this subsection, the Secretary shall use developmentally appropriate measures to assess student academic achievement.
- (6) **REPORTS-**
 - (A) **INTERIM REPORT-** Not later than 3 years after the date of enactment of the No Child Left Behind Act of 2001, the Secretary shall transmit to the President, the Committee on Education and the Workforce of the House of Representatives, and the Committee on Health, Education, Labor, and Pensions of the Senate an interim report on the national assessment conducted under this subsection.
 - (B) **FINAL REPORT-** Not later than 5 years after the date of enactment of the No Child Left Behind Act of 2001, the Secretary shall transmit to the President, the Committee on Education and the Workforce of the House of Representatives, and the Committee on Health, Education, Labor, and Pensions of the Senate a final report on the national assessment conducted under this subsection.
- (b) **STUDIES AND DATA COLLECTION-**
 - (1) **IN GENERAL-** In addition to other activities described in this section, the Secretary may, directly or through awarding grants to or entering into contracts with appropriate entities —
 - (A) assess the implementation and effectiveness of programs under this title;
 - (B) collect the data necessary to comply with the Government Performance and Results Act of 1993; and
 - (C) provide guidance and technical assistance to State educational agencies and local educational agencies in developing and maintaining management information systems through which such agencies may develop program performance indicators to improve services and performance.

- (2) MINIMUM INFORMATION- In carrying out this subsection, the Secretary shall collect, at a minimum, trend information on the effect of each program authorized under this title, which shall complement the data collected and reported under subsections (a) and (c).

(c) NATIONAL LONGITUDINAL STUDY-

- A. (1) IN GENERAL- The Secretary shall conduct a longitudinal study of schools receiving assistance under part

- (2) ISSUES TO BE EXAMINED- In carrying out this subsection, the Secretary shall ensure that the study referred to in paragraph (1) provides Congress and educators with each of the following:

- (A) An accurate description and analysis of the short- and long-term effect of the assistance made available under this title on academic achievement.
- (B) Information that can be used to improve the effectiveness of the assistance made available under this title in enabling students to meet challenging academic achievement standards.
- (C) An analysis of educational practices or model programs that are effective in improving the achievement of disadvantaged children.
- (D) An analysis of the costs as compared to the benefits of the assistance made available under this title in improving the achievement of disadvantaged children.
- (E) An analysis of the effects of the availability of school choice options under section 1116 on the academic achievement of disadvantaged students, on schools in school improvement, and on schools from which students have transferred under such options.
- (F) Such other information as the Secretary considers appropriate.

- (3) SCOPE- In conducting the study referred to in paragraph (1), the Secretary shall ensure that the study —

- (A) bases its analysis on a nationally representative sample of schools participating in programs under this title;
- (B) to the extent practicable, includes in its analysis students who transfer to different schools during the course of the study; and
- (C) analyzes varying models or strategies for delivering school services, including —
 - (i) schoolwide and targeted services; and
 - (ii) comprehensive school reform models.

(d) INDEPENDENT REVIEW PANEL-

- (1) IN GENERAL- The Secretary shall establish an independent review panel (in this subsection referred to as the Review Panel') to advise the Secretary on methodological and other issues that arise in carrying out subsections (a) and (c).

- (2) APPOINTMENT OF MEMBERS-

- (A) IN GENERAL- Subject to subparagraph (B), the Secretary shall appoint members of the Review Panel from among qualified individuals who are —
 - (i) specialists in statistics, evaluation, research, and assessment;
 - (ii) education practitioners, including teachers, principals, and local and State superintendents;
 - (iii) parents and members of local school boards or other organizations involved with the implementation and operation of programs under this title; and
 - (iv) other individuals with technical expertise who will contribute to the overall rigor and quality of the program evaluation.

- (B) LIMITATIONS- In appointing members of the Review Panel, the Secretary shall ensure that —

- (i) in order to ensure diversity, the Review Panel includes individuals appointed under subparagraph (A)(i) who represent disciplines or programs outside the field of education; and
- (ii) the total number of the individuals appointed under subparagraph (A)(ii) or (A)(iv) does not exceed one-fourth of the total number of the individuals appointed under this paragraph.

- (3) FUNCTIONS- The Review Panel shall consult with and advise the Secretary —

- (A) to ensure that the assessment conducted under subsection (a) and the study conducted under subsection (c) —
 - (i) adhere to the highest possible standards of quality with respect to research design, statistical analysis, and the dissemination of findings; and
 - (ii) use valid and reliable measures to document program implementation and impacts; and

- (B) to ensure —

- (i) that the final report described in subsection (a)(6)(B) is reviewed not later than 120 days after its completion by not less than two independent experts in program evaluation (who may be from among the members of the Review Panel appointed under paragraph (2));
- (ii) that such experts evaluate and comment on the degree to which the report complies with subsection (a); and
- (iii) that the comments of such experts are transmitted with the report under subsection (a)(6)(B).

APPENDIX H
CONFIDENTIALITY PLEDGE

CONFIDENTIALITY PLEDGE

I understand that the names, and any other identifying facts or information, of individuals, businesses, organizations, and families participating in projects conducted by Mathematica, Inc. or its subsidiaries are confidential information. I agree that I will not reveal such confidential information, regardless of how or where I acquired it, to any person unless such person has been authorized by the cognizant Mathematica Project Director or the Mathematica Project Manager to have access to the information.

I further understand that the unauthorized access to, use, or disclosure of any confidential information is a breach of the terms of my employment, or my consultant agreement with Mathematica and may subject me to court action by any interested party or to other sanctions by Mathematica. I acknowledge that this agreement shall continue to bind me even after the project(s) is (are) completed and/or even though my employment or my consultant agreement with Mathematica has terminated.

In addition, in the course of my employment I may have access to personal information, electronic and otherwise, about fellow employees. I agree that I will treat that information as having the highest confidentiality, and not communicate it to fellow employees or others outside Mathematica. Final determination of whether or not there is a business purpose requiring that I access a fellow employees' records will be made in consultation with the Director of Human Resources. Failure to uphold this standard is a breach of trust and may subject me to disciplinary action, including termination of employment.

Other than in the course of my authorized employment or my consultant agreement, I further agree that I will not use, nor facilitate the use by any third party, in any way any information deemed confidential by the terms of any contract or other written agreement between Mathematica and any other organization, except by written authorization by both parties. It is my understanding that Mathematica and the contracting organization(s) have the exclusive right to all information acquired or developed under such a contract or other written agreement. I acknowledge that I acquire no right, title, or interest in and to any data or information to which I have access by reason of my employment or my consultant agreement and that I may not remove such data from my assigned work location without prior authorization.

I agree to promptly notify the cognizant Mathematica Project Director or Project Manager, the Survey Operations Center Manager or Supervisor for survey work, and the Mathematica Security Officer of any unauthorized disclosure, use, or alteration of confidential information that I observe.

Nothing herein shall be construed to prevent divulgence of information to any court or governmental agency, provided such divulgence is required by law. However, if I am subpoenaed, or if I have reason to believe that I may be called upon to make such divulgence, I agree to notify the President of Mathematica promptly in writing and, upon his request, to cooperate in all lawful efforts to resist such divulgence.

Name: _____ Signature: _____

Date: _____

APPENDIX I
STATE LETTER

February ##, 2005

Dear _____:

I am writing to encourage your cooperation on an important study of reading comprehension curricula the U.S. Department of Education (ED) is sponsoring.

As you know, far too many students struggle with reading, particularly when it comes to comprehending the complex text used in many classes. Despite this, very little is known about the effectiveness of different approaches for teaching reading comprehension strategies to students. To help move our understanding in this area forward, ED is launching a national evaluation of reading comprehension curricula. This study will give educators valuable information about the effectiveness of up to four reading comprehension curricula.

This is the first national study of reading curricula, and it will be applying the most rigorous, scientifically-based methods. ED has contracted with Mathematica Policy Research, an experienced research firm, to conduct the study.

We hope that you will give participation in this important study fair consideration. If you have any questions about the study, please contact Dr. Wendy Mansfield, the study's deputy project director, at 1-888-535-0283 or at wmansfield@mathematica-mpr.com.

Sincerely,

[Name]

[Title]

APPENDIX J
DISTRICT LETTER

[MPR Staff Name]
[Title]

600 Maryland Ave. S.W., Suite 550
Washington, DC 20024-2512
Telephone (202) 484-9220
Fax (202) 863-1763
www.mathematica-mpr.com
[(###) ###-####]

6136-500-[(###)]

February [(##)], 2006

[Name of superintendent]
Superintendent
[District name]
Address
City, State 00000]

Dear Dr./Mr./Ms. _____:

The U.S. Department of Education's (ED) Institute of Education Sciences has contracted with Mathematica Policy Research, Inc. (MPR) to conduct a study of supplemental reading comprehension programs for fifth-graders. The study will evaluate up to four programs targeted at improving students' comprehension of informational text in science or social studies. Participating schools will be randomly assigned to implement one of the four supplemental programs in their fifth-grade reading/language art classrooms or to continue with their current reading instruction. For each school assigned to a reading comprehension program, the program developer will provide all teacher training materials and classroom instructional materials, and they will train all fifth-grade reading/language arts teachers to implement their program.

Your district is one of about 10 districts selected for the study. Within each of these districts, we would like to identify 10 schools (preferably school-wide Title I schools) to participate. The study requires limited data collection: a teacher survey, school records collection, classroom observation, and administration of reading tests. The information collected by the study is for research purposes only. Data will be aggregated to form national estimates, and results will never be used to identify any individual student, classroom, school, or district.

I am writing now to provide you and [name of reading/language arts curriculum director] with some initial background on the study (please see the enclosed study summary and brochure). To facilitate your district's participation and address any questions, we will contact [name of reading/language arts curriculum director] within the next few days to set up a time to further discuss the study. At that time, we will provide an overview of the study, the nature and scope of the data collection activities, the benefits of participating in the study, and the logistics for your district's participation.

LETTER TO: [name]
FROM: [MPR Staff Name]
DATE: February [##], 2006
PAGE: 2

If you have any questions about the study please contact me at [(###) ###-####] or [name@mathematica-mpr.com]. To verify your state's support of the study, you may contact your state's Chief State School Officer, _____. Thank you in advance for your help and cooperation. We look forward to working with you to conduct this important study.

Sincerely,

cc: [Name of Reading/Language Arts Curriculum Director]

Attachments: Study Summary
Brochure